



Rhode Island's Career Resource Network

News Corner

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Support for Academic and Career Counseling Programs



Career Management Paradigm Shift

Philip S. Jarvis is a long-time leader in promoting quality career management in Canada, where he is Vice-President, Partnership Development, National Life/Work Centre. He has been active in promoting *The Real Game* series, which is distributed by his organization, as well as *Choices* and *Smart Options*. He has written a number of articles, of which *Career Management Paradigm Shift*, subtitled *Prosperity for Citizens, Windfall for Governments*, is the most recent. Although he is specifically addressing the situation in Canada, his comments apply equally well to the United States. Mr. Jarvis made the article available to us through America's Career Resource Network Association (ACRNA), which is now preparing a version edited with United States data.

Jarvis summarizes the impact of the knowledge economy on the way people work. New workers can expect to have a succession of jobs in a number of industry sectors. Work will be interspersed with periods of learning, either full- or part-time. Workers must be flexible as job requirements change frequently, and they are required to work as team members on specific projects. "Workers will increasingly be expected to move from project to project doing whatever work needs to be done, and not merely to fulfill a written job description." This requires a well-educated and skilled workforce.

These changes in the workplace plus demographic changes demand a new approach to career development. Mastery of career management skills must be part of mainstream primary, secondary and post-secondary education programs, employee training and development programs and programs for adults in career transitions. "Acquisition of these skills increases likelihood of workplace success, and success in relationships, family and community. An investment in helping more citizens master these skills will provide a multi-faceted return on investment, add relevance to the learning experience, and benefit both individuals and society."

Cornerstones of the career management paradigm are the "high five" principles (familiar to users of the Real Game series):

1. Know yourself, believe in yourself and follow your heart.
2. Focus on the journey, not the destination. Be a good traveler.
3. You're not alone. Access your allies, and be a good ally.
4. Change is constant, and brings with it new opportunities.
5. Learning is life-long. We are inquisitive by nature, and most alive when we're learning.

Development of career management skills in our citizens can increase productivity and international competitiveness, and reduce costs of health care, social services, and correctional services.

NOTE: The full text of this article was distributed in the participant folder at the School-to-Career conference on April 30. If you would like a copy, please send a request by e-mail to cm@dlt.state.ri.us or fax to (401) 462-8766.

Did you Know...

The **Facilitating Career Development** class, a 120 hour program (80 hours of classroom work and 40 hours of outside work) which meets a major requirement for Career Development Facilitator certification, will be offered this summer on Mondays and Wednesdays from 9:00 a.m. to 4:30 p.m., starting July 2. It will also meet on Thursday, August 7.

Announcements and registration forms are being mailed to guidance directors, school-to-career personnel, and managers of government and community agencies with career development programs. Information is also posted on the CRN web site, with registration forms which can be downloaded.





Real Game News

Training for Get Real: In response to requests from several high schools for support for the *Get Real Game* (grades 11 & 12), the CRN has tentatively scheduled training on August 6. Announcements with details and registration forms are being mailed to high school principals, counselors, and school-based-coordinators. They will also be available on the CRN web site, www.dlt.ri.gov/crn. Because we do not have a qualified trainer for this game in Rhode Island, the CRN has arranged for an out-of-state trainer. Therefore, the registration fee will be slightly higher than for other programs in the *Real Game* series. A minimum registration of 22 by June 30 will be required.

Advisory Committee Representative: Sue Cawley, a family/consumer science teacher at Lincoln Middle School, has been appointed to the Real Game Series National Advisory Group. This group of about 20 people includes representatives of the Real Game, Inc., America's Career Resource Network Association (ACRNA), the CRN directors in several states, and about four classroom teachers from various parts of the United States. Sue has been using *The Real Game* in her classes for several years, and is a trainer qualified to conduct workshops for teachers. The group will advise the Real Game organization as it continues to improve the games.

Other Training: Plans are in progress for training in July or August for *Play Real* (grades 3-4), *The Real Game* (grades 7-8), the *Be Real Game* (grades 9-10), and *Real Times, Real Life* (out-of-school adults). Details will be mailed soon to those who may be interested in these programs and will be posted on the CRN web site, www.dlt.ri.gov/crn. Training for these games will also be scheduled after school opens in the fall.



The **School Counseling Project** has moved to Providence College. Directed by Dr. Thomas Flaherty, dean of the graduate school, and Leslie Bettencourt, project facilitator, the project will focus on the development of a framework for school counseling programs in RI. An advisory committee includes representatives of Providence College, the Dept. of Elementary & Secondary Education, the RI School Counselor Association, the CRN, School-to-Career and school administrators.

The **ASCA National Model: A Framework for School Counseling Programs** is now available from the American School Counselor Association. It presents a comprehensive approach to program foundation, delivery, management and accountability. It reflects the changing emphasis from service-centered for some students to program-centered for every student. Ordering information is available on the ASCA web site, www.schoolcounselor.org.

Occupational Focus:

Health Technicians and Technologists



Occupations in health services deserve consideration by career planners. Health services is a large and growing industry, in part because the aging of the population ensures continued demand for services. The occupations in the technicians and technologists group are at the middle level of health service occupations, requiring substantial education and other qualifications, but not as much as physicians. Entry level technicians generally require two years of college, and technologists four or five years. Most of these occupations require a license.

The O*NET classification system generally divides them into three groups. The first group is medical and clinical laboratory technologists and technicians. The second group is diagnostic related, including cardiovascular and radiologic technologists and technicians, nuclear medicine technologists, and diagnostic medical sonographers. The third group is practitioner support, including surgical technologists, veterinary technologists and technicians, and dietetic, pharmacy, psychiatric, and respiratory therapy technicians. The U. S. Department of Labor projects that all of these occupations will grow nationally between 2000 and 2010, several by more than 30%.

The wage rates for this occupation vary and are typically related to education level. Technicians' average hourly wage rates in Rhode Island in 2001 varied from \$9.88 for pharmacy technicians to \$19.67 for medical and clinical laboratory technicians. For technologists, the wages ranged from \$16.83 for surgical technologists to \$25.56 for nuclear medicine technologists.



For additional information on these occupations, consult the Occupational Outlook Handbook, available on the Internet at www.bls.gov/oco/home.htm.

Do you have comments or suggestions on the contents of our CRN News Corner? Do you have information you'd like us to publish? If so, please contact us at:

Career Resource Network,
Thomas Culhane, Career Resource Network Manager,
RI Department of Labor and Training,
1511 Pontiac Avenue, Cranston, RI 02920,
(401) 462-8790 phone, (401) 462-8766 fax,
tculhane@dlt.state.ri.us.

What's New in the CRN Corner?



Training: There have been numerous questions about plans for training in the coming year. Dates have not been established, but users of Choices and other Bridges products can expect several basic and advanced workshops. Details will be mailed to users of these products as soon as available and will be posted on the CRN web site, www.dlt.ri.gov/crn.

Perkins Support: Bridges contributed \$5,000 in matching funds to the Association for Career and Technical Educators (ACTE) after that organization raised \$5,000 for the Legislative Support Fund. Bridges.com supports career and technical education and ACTE's efforts on the legislative front to play a major role in the Perkins reauthorization, and in determining the level of funding for these important programs. The company urges all other career and technical educators to join their colleagues and work closely with their business and industry partners in supporting this worthy cause.

Teleconference Training: Six new topics are available for the no-charge teleconference training seminars. Check the Bridges.com web site under "training" for details and registration instructions. New topics are: Best Practices for Special Education, Making the Academic Connections, Transition Plans for Special Education, Best Practices for Adult Centers, Introduction to Building a Portfolio, and Best Practices for Post-Secondary Schools.

Do What You Are, a unique, interactive online personality type assessment created for high school students, is now available. Bridges has teamed with Human eSources Ltd. to offer a one-year unlimited use license either by itself or bundled with *Choices*, *eChoices*, *CX Online* or *Career Futures*. Contact the CRN for more information.

Shipping: The challenge of getting the right materials to the right person (mentioned in the last newsletter) has been addressed by Bridges.com. To help ensure that teachers/counselors get the materials they need, the 2004 edition will be shipped in two packages. The software and installation instructions will be in one package, which can be given to the person responsible for installing the software. The user guide, poster, and other material will be in a separate package. Expect more timely delivery this year. The company plans to ship Choices by late August, so it should be available at the beginning of the school year.

Lesson Plans: Ready-to-use lesson plans are now included in Choices, eChoices, CX Online and Career Futures. Each activity contains an optional step-by-step technology component that incorporates Bridges software or Internet-based products. The lessons are progressive, encouraging students to explore career options, plan for academic and workforce transitions, and apply their knowledge to become successful at each next step in life.

- ◆ In **Career Futures**, on the start page, choose **File**, and then **Activities** to find lesson plans specifically for 7th to 9th grades.
- ◆ In **Choices**, click **Activities** on the start page.
- ◆ In **eChoices**, log in using your Admin Account and you will find the lesson plans under **Professional Resources**.
- ◆ In **CX Online** in the Professional side, (1) on the Professional News page, look for the Bridges-to-Careers link under **Lesson Plans**, OR (2) from the Browse page, choose **Lesson Plans** and look for **Bridges to Careers**.

Smart Options, a Canadian program for use in middle and high schools, is being pilot tested in four Rhode Island schools. Oliver Hazard Perry Middle School, East Greenwich High School, the Met Center, and Scituate High School were selected from the many schools which volunteered for this project. Smart Options is an activity in which students, in four sessions, evaluate their "smarts," based on the multiple intelligences theory of psychologist Dr. Howard Gardner, and relate the results to career planning. The program is fully consistent with the National Career Development Guidelines and the ASCA National Standards for School Counseling Programs. Although designed for secondary school students, the program could also be used with adults.

The Smart Options project, coordinated by America's Career Resource Network Association (ACRNA) will evaluate the results of the pilot project in July. If the program is sufficiently well received in the test schools, the language will be edited to reflect "American" spelling, and the U. S. edition will be published. It should be ready for use in the fall. Complete information will be distributed by the CRN when it is available.

A Web Site Worth Surfing:



Parents are becoming a more important partner in education, thanks to the No Child Left Behind Act and other forces which are shaping major changes in the country's education system. America's Career Resource Network (ACRN), the national component of the Career Resource Network (CRN) system, has provided a useful web site for educators and parents. This site has links to many other sites, as well as publications, books and videos, which include some materials developed by the CRNs in other states. Topics covered include:

- ◆ Parent Tips for Helping Children Succeed in School
- ◆ Parent Involvement in Education
- ◆ College Planning and Funding for College
- ◆ How Parents Can Help Their Children With Career Planning
- ◆ Parent Resources in Spanish
- ◆ Resources for Parents of Children with Disabilities
- ◆ Learning Activities for the Home

The introduction to the site points out that "When families get involved, children: get better grades and test scores, graduate from high school at higher rates, are more likely to go on to higher education, are better behaved and have more positive attitudes." The www.acrnetwork.org web site also includes other resources, some restricted to CRN directors and staff, which may be of interest to career development professionals. These include such topics as promising practices, research articles and studies, and international resources.

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